***GRASPS Frame***

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| ***G***  Real-World **Goal** | To understand how the loss of one species effects everyone and that even one person can make a difference |
| ***R***  A meaningful **role** for the student | The students will play the roles of: Active animal spokesperson. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will write a letter to a Preservation speaking their concerns and asking how they can help. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will talk about how the loss of an animal could impact their own life. And what they could do to change it. |
| ***P***  Student-generated culminating **products** and **performances** | Students will keep a three ring resource binder with all their work in it so that they are able to see the full writing process from research to final paper. They will pick the animal in which they would like to research from a group of different animals to give it a more personal feel. |
| ***S***  Consensus-driven performance **standards** for judging success | The students and teacher as a class will create a time line so that it is clear where we are going and what should be done when. We will also create a Rubric together for both the Three Ring Resource Binder and Formal Letter. |